

DOCUMENT RESUME

ED 367 800

CE 065 812

AUTHOR McLeod, Pat N.
TITLE Vocational Guidance/Counseling Teacher Education in
Northeast Texas. Final Report.
INSTITUTION North Texas Univ., Denton.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE 30 Jun 93
NOTE 25p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation
Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Counseling; Career Development; Career
Education; *Career Guidance; Counselors; *Counselor
Training; Graduate Study; *Guidance Programs; Higher
Education; Junior High Schools; Middle Schools;
Practicums; Professional Development; Program
Development; Program Implementation; Secondary
Education; Special Needs Students; *Teacher
Education

IDENTIFIERS Texas (Northeast)

ABSTRACT

A project provided technical assistance to approximately 200 vocational guidance/counseling program personnel in the Northeast Texas Area. A project advisory committee provided input for program planning, program improvement, and program evaluation. The project provided instruction in the courses required for certification in vocational guidance/counseling programs by the Texas Education Agency. Courses were offered on the following: planning and organizing programs of vocational guidance; occupational vocational education information; vocational student identification, placement, and follow-up; history and principles of vocational education; methods of media for teaching vocational subjects; organization and management of vocational-technical laboratory and shop programs; and practicum in vocational counseling. Other activities were as follows: completion of transcript analysis and deficiency plans for vocational guidance/counseling program personnel; recommendation of personnel seeking certification; and provision of instruction and handout material to vocational guidance/counseling program personnel to assist them in meeting needs of special needs students. As result of the project, vocational guidance/counseling personnel who completed the required courses gained an increased awareness and understanding of competencies necessary to plan and implement a quality program. (Appendixes include a sample course evaluation form, student comments, and descriptions of required courses.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

FINAL REPORT

VOCATIONAL GUIDANCE/COUNSELING
TEACHER EDUCATION
IN NORTHEAST TEXAS

PAT N. MCLEOD

Sponsored cooperatively by
TEXAS EDUCATION AGENCY

and

UNIVERSITY OF NORTH TEXAS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

June 30, 1993

Project Number

051/07/28/92-066

[Signature]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

The project reported herein was performed through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act (Public Law 101-392). Contractees undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Texas Education Agency position or policy.

TABLE OF CONTENTS

Introduction	1
Objectives	2
Procedures	3
Specific Results Produced by the Project	7
Potential Utilization of Results of the Project	9
Dissemination and Utilization of the Results of the Project	10
APPENDIX	11
Appendix I Teacher Educator Evaluation Form	12
Appendix II Student Evaluations	
Teacher Educators	14
Appendix III Updated and revised Texas Education	
Agency required certification courses	17

INTRODUCTION

The Vocational Guidance/Counseling Program at the University of North Texas prepares students for professional careers in vocational guidance programs at the middle/junior high school and secondary level. The Texas Education Agency approved vocational counselor training program has been in place at the University of North Texas, College of Education, Department of Vocational Education, for two decades. The program has served the guidance personnel needs of Local Education Agencies from all geographic areas of the State of Texas. However, the majority of the graduate students certified through the vocational guidance/counseling program have taken job assignments in the Dallas-Fort Worth Metroplex and in the greater Northeast Texas area. This project was designed to meet the growing demand for qualified guidance/counseling personnel in this rapidly growing business/industrial geographic area in the State of Texas. The major focus of the research project was to respond to the Local Education Agency personnel development needs and to the Texas Education Agency guidelines and requirements for vocational guidance/counseling personnel training in the northeast area of Texas as requested in RFA P -25. Specific objectives of the research project were:

1. provisions for professional instruction, experiences, and applied activities to assist vocational/career development guidance personnel in meeting the needs of special populations students, including appropriate use and interpretation of vocational and other assessment data in developing a coherent sequence of courses leading to academic and occupational competencies;
2. provision for instruction and applied activities to assist vocational/career development guidance personnel in identifying and eliminating sex bias and sex stereotyping in instruction and instructional materials;
3. provision for instruction and applied activities in the location of information on all aspects of the industry the students are planning to enter, including current and future labor market needs and emerging technologies; and
4. provision for instruction and applied activities to assist teachers and counselors in providing opportunities for students to develop and apply basic higher order thinking and problem-solving skills.

OBJECTIVES

The objectives of this project were:

1. To provide instruction in the four courses required by the Texas Education Agency for certification in vocational counseling, placement, and Career Investigation (Occupational Orientation).
2. To update and revise the instructional content and related activities and experiences in the following Texas Education Agency required certification courses in the following manner:
 - a. Aims and Objectives/History and Principles of Vocational Education course: incorporation of current information and mandates from the Carl D. Perkins Vocational and Applied Technology Act of 1990;
 - b. Planning and Organizing Programs of Vocational/Career Development Guidance Programs course: restructuring of course using the Texas Education Agency-developed documents, "Comprehensive Career Development Guidance Program for Texas Schools" and the "Career Resource Center Manual" as texts and with emphasis on the role of the counselor in transition from school to post-school activities through placement;
 - c. Identification, Placement, and Follow-up course: emphasis through relevant and practical experiences and activities on the interpretation and use of all assessment data in the development of a coherent sequence of courses leading to academic and occupational competencies linked to a student profile; and
 - d. Occupational and Vocational Education Information course: deletion of all superfluous content and include with content placing emphasis on providing updated and relevant sources and use of local, regional, state, and national occupational information data and all aspects of the industries for which students are interested in.
3. To provide technical assistance to first- and second-year vocational/career development guidance personnel in the implementation of a comprehensive career development guidance program and/or resource center.
4. To serve on the Director Vocational Guidance Program's Advisory Committee to provide input on all aspects of the program, the professional development conferences, and to attend the Director's Advisory Committee Meetings.

PROCEDURES

A. Planning:

A project advisory committee was selected with representatives from all education; levels of vocational/career development guidance and counseling practitioners, persons knowledgeable of the career development and counseling needs of special populations, and Sylvia Clark, Texas Education Agency Director of Vocational Guidance Programs. The project advisory committee provided input for program planning, program improvement, and program evaluation. The teacher educator, Pat N. McLeod, under the guidance and direction of the Advisory Committee, formulated specific goals for the project.

Sylvia Clark, Director of Vocational Guidance Programs. Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701;

Marty Barbieri, Counselor, Overton High School, Overton, Texas, consultant for Special Education, Vocational Special Needs, Placement for the Handicapped, Curriculum Development for Special Populations, Counseling, Vocational Counseling/Career Development, and trainer for McCarron Dial Systems.

Ed Foster, Vocational Counselor, Birdwell Independent School District, Shannon Learning Center, Fort Worth, Texas. Ed owned his own business for some seventeen years and is very familiar with the counseling needs of business and industry. He has completed the Texas Education Agency requirements for Professional Counselor and Professional Vocational Counselor and is completing his Ph.D. in vocational education.

Carolyn Melton, Director of Counseling, Fort Worth Independent School District. Carolyn has done an exemplary job with counseling programs in the Fort Worth ISD. She has served as a counselor in middle school, high school, consultant, editor, and specialist in counselor education. Carolyn has been extremely active in professional organizations, has held local, regional, state, and national offices in counseling. She is a Licensed, Professional Counselor (LPC #04977).

Jessie Teddlie, Research Project Director, University of North Texas. Jessie has served as a career investigation teacher, counselor, vocational counselor, special education counselor, consultant for the National Center for Research in Vocational Education, and has been active in professional organizations and has served as President of the Texas Vocational Guidance Association. Jessie is a Texas Education Agency certified professional counselor, professional vocational counselor.

Faculty:

The teacher educator for the project was Dr. Pat N. McLeod. He is a Texas Education Agency certified professional counselor, TEA certified professional vocational counselor, TEA certified special education counselor, Texas State Board of Examiners of Professional Counselors licensed counselor (#06714). He is a Diplomate in Professional Counseling, TEA certified professional vocational supervisor (administrator), TEA certified trade and industrial education teacher, TEA certified professional elementary principal, TEA certified professional high school principal, and TEA certified professional superintendent.

- B. The teacher educator, Pat N. McLeod, called a meeting of the Advisory Committee in Austin, Texas in the first week of August, 1992. The committee met in conjunction with the annual vocational guidance/counseling program Professional Improvement Conference. The teacher educator maintained regular contact with all members of the advisory committee throughout the year.
- C. The University of North Texas is geographically located to serve the needs of vocational guidance/counseling program personnel in the Dallas-Fort Worth Metroplex and the greater Northeast Texas area. The vocational guidance/counseling teacher education program was approved by the Texas Education Agency in the spring of 1972. The instructors, Pat N. McLeod, Bill Watkins, and Jessie Teddlie are certified professional counselors, professional vocational counselors and have many other Texas Education Agency certifications.

- D. The Department of Vocational Education, Division of Vocational Guidance Programs, provided professional activities, instruction, experiences, and recommendations for vocational guidance/counseling program personnel seeking certification through the following activities:
- a. Provided technical assistance to approximately two hundred vocational guidance/counseling program personnel from July 1, 1992 to June 30, 1993.
 - b. Served on the Vocational Guidance Program Director's Advisory Committee and assisted with the Mid-Winter and Summer Professional Development Conferences.
 - c. Provided instruction in the courses required for certification in vocational guidance/counseling programs by the Texas Education Agency. The courses were:
 - EDVT 5400 Planning and Organizing Programs of Vocational Guidance Programs
 - EDVT 5410 Occupational Vocational Education Information
 - EDVT 5420 Vocational Student Identification, Placement, and Follow-up
 - EDVT 5430 History and Principles of Vocational Education
 - EDVT 5440 Methods of Media for Teaching Vocational Subjects
 - EDVT 5460 Organization and Management of Vocational-Technical Laboratory and Shop Programs
 - EDVT 5690 Practicum in Vocational Counseling
 - d. Completed transcript analysis, deficiency plans, etc. for the vocational guidance/counseling program personnel and recommended or did not recommend personnel seeking certification.

- E. Provided instruction and "handout" material to vocational guidance/counseling program personnel to assist them in meeting the needs of special needs students. The instruction and materials were based on, but not limited to, materials developed by Elinor Mikulin, Director of Special Needs, Texas Education Agency, materials developed by Pat N. McLeod, Marty Barbieri, and Tammy Banning for Dr.'s Jerry Kapas and Linda Parrish, Texas A and M University, a TEA funded projet, entitled Vocational Assessment Handbook, materials developed by LyndaWest, University of Missouri, entitled Career Assessment Instrument Resource Guide, material from a publication entitled Vocational Assessment of Students with Special Needs, published by the Educational Development and Training Center, East Texas State University, materials published by the Wisconsin Vocational Studies Center, University of Wisconsin, Menomonie, Wisconsin, and materials developed by Pat N. McLeod addressing the selection, administration, scoring, and interpretation (students and parents) of vocational assessment instruments used for program planning and placement. The instruments met the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act.

SPECIFIC RESULTS PRODUCED BY THE PROJECT:

1. The quality of the vocational guidance/counseling programs was improved because of the knowledge and skills gained by the program personnel who completed the Texas Education Agency required courses for certification.
2. The vocational guidance/counseling program personnel who completed the Texas Education Agency required courses for certification gained an increased awareness and understanding of:
 - a. The stated objectives of vocational guidance programs in the State of Texas;
 - b. How to plan, organize, and implement a quality vocational guidance program;
 - c. How to meet the needs of vocational special needs students;
 - d. Equal access to all students in vocational education;
 - e. The instruments, interest inventories (verbal and non-verbal), aptitude tests that are available for assessing the interest and aptitude of vocational education students in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990;
 - f. The competencies necessary for applying the criteria required by the Carl D. Perkins Vocational and Applied Technology Education Act to vocational assessment of vocational education students;
 - g. The competencies necessary for the selection of assessment instruments for vocational students;
 - h. The competencies necessary to administer the instruments, i.e. interest inventories and aptitude tests;
 - i. The competencies necessary to interpret test data/results to students and parents;
 - j. Use the test data/results for program planning, developing a four-year graduation plan, and placement;
 - k. Integration of academic and vocational education.
3. Provide input and assistance to Sylvia Clark, Director of Vocational Guidance Programs, Texas Education Agency, in developing, coordinating, and conducting a workshop for first- and second-year vocational guidance program personnel.

4. Provide technical assistance to Local Education Agencies on request;
5. Quarterly Progress Reports were provided to Lorraine R. Merrick, Director of Vocational Education Programs, and other Texas Education Agency personnel on or before the date the reports were due;
6. Providing a final comprehensive report of the project to Lorraine R. Merrick, Senior Director of Vocational Education Programs and other Texas Education Agency personnel on or before August 14, 1993.

POTENTIAL UTILIZATION OF RESULTS OF THE PROJECT:

The results of this project will contribute to the improvement in quality of vocational education and vocational guidance/counseling programs by:

1. Preparing highly qualified, knowledgeable, professional vocational guidance program personnel who can provide quality vocational guidance programs for Local Education Agencies;
2. Providing technical assistance to Local Education Agency vocational guidance program personnel in the Northeast Texas Area;
3. Preparing vocational guidance program personnel who will be more aware and have a better understanding of the:
 - a. Basic vocational guidance programs, i.e. Counseling, Individual Inventory, Information, Placement, and Follow-up;
 - b. Legal aspects of vocational and special needs students;
 - c. Needs of vocational education special needs students;
 - d. Vocational assessment process for vocational students
 1. Criteria for meeting requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990;
 2. Selection of instruments for assessing students enrolled in vocational education;
 3. Administration of the instruments for assessment;
 4. Scoring (computer and manual) of the instruments;
 5. Interpretation of the instruments (student and parents);
 6. Use of test data/results for vocational program planning, developing graduation plans, and placement;
 7. Techniques for integrating academic and vocational education curricula.

DISSEMINATION AND UTILIZATION OF THE RESULTS OF THE PROJECT:

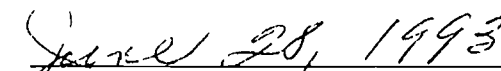
The dissemination and utilization of the results of the project will be through the vocational guidance program personnel who have completed Texas Education Agency courses required for certification. These personnel will be more aware of and have a much better understanding of the total, comprehensive, vocational guidance programs in the State of Texas.

A final, comprehensive report of the project will be developed, written, and delivered to Lorraine R. Merrick, Senior Director of Vocational Education Programs, Texas Education Agency, on or before August 14, 1993.

The objectives of the project were met, the activities to accomplish the objectives were met, the planning procedure, timeline, etc., were met, and the requirement for Quarterly Progress Reports and the Final Comprehensive Report were met.



Signature of Project Director



Date

APPENDIX

11.

APPENDIX I

12.

COURSE EVALUATION

DIVISION OF OCCUPATIONAL AND
VOCATIONAL EDUCATION
UNIVERSITY OF NORTH TEXAS

Course No. _____ Section _____ Title _____ Year _____

Instructor _____ Location _____ Semester _____

Instructions: Make the appropriate response to each of the listed items.
If the question is not applicable, or you do not know the answer, leave the answer sheet blank.

Response Key. A -- Strongly Disagree C -- Agree
 B -- Disagree D -- Strongly Agree

COURSE CONTENT

- | | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> |
|------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The material presented was helpful..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The course content was well organized..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The course met the stated objectives..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The material presented was up-to-date..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The amount of material was about right..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The textbook was appropriate for the course..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Supplementary materials (handouts) were useful..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Compared to other courses I have taken at UNT, this course
was superior..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

INSTRUCTION

- | | | | | |
|----------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. The instructor had adequate knowledge of the subject..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The instructor was well prepared for the class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Course objectives were clearly stated by the instructor..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. The instructor's teaching methods were appropriate..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. the instructor was sensitive to student needs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. The instructor was enthusiastic about teaching..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I would sign up for future classes with this instructor..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Compared to other UNT instructors I have had, this instructor
was superior..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

GENERAL

- | | | | | |
|-------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. Preliminary information about this class offering was adequate..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The facilities for this class were adequate..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. The location for this class was convenient..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. I am glad I took this class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. My most important reason for taking this class was (check one) | | | | |
| It was recommended by friends..... | _____ | | | |
| It was recommended by my adviser..... | _____ | | | |
| I was interested in the subject..... | _____ | | | |
| The instructor's reputation..... | _____ | | | |
| Credential renewal..... | _____ | | | |
| It was required for my degree..... | _____ | | | |

Add any comments you would like to make about this class or instructor.

APPENDIX II

14.

EVALUATIONS

Comments by students in Dr. Bill Watkins' class:

Dr. Bill Watkins is perfect for this course. He is a good counselor and teacher.

The time just flew by and I can take back so much knowledge to my district and implement it since this past year was my first year as a vocational counselor. He's excellent!

Because of the interest he shows in his class, I have learned very much.

Dr. Watkins is an excellent instructor. I have learned so much about vocational guidance/education. He was a great way to start working on my course work!

It's nice to have faculty that really know what it's like out there.

This man brings upbeat, positive attitude to each class every day.

Dr. Watkins is a marvelous lecturer. He makes the material interesting.

Dr. Watkins is truly an asset to the Occupational/Vocational Education Department and the University of North Texas.

Thank you for providing a safe learning environment where we felt comfortable to express ourselves without the fear of being criticized.

I enjoyed having Dr. Watkins. He is very enthusiastic about education and relates to the students very well.

If we had more instructors like him, learning would be more exciting.

Comments by students in Dr. Jessie Teddlie's class:

We really appreciate the materials you shared with us. The arranged trip to the Educational Service Center enlightened us to the availability of resource materials. This has given us a chance to prepare teaching materials and be ready for the semester course.

Dr. Teddlie was most helpful in her dealings with her students. She arranged site information meetings (Fort Worth Service Center) and offered personal items for our use.

She was felxible in arrangements and appeared at all times to be working to insure our success. Our projects will be most useful to us and I'm sure to everyone who wishes to use it.

Knew subject matter very well but always open to new or difficult interpretations.

It was a very enjoyable class and I learned a great deal.

"Interactions with students" was a definite strong point. Much was gained from class participation.

Excellent teaching skills!

Making students feel positive and intelligent made everyone participate and comtribute to the class.

I liked the way you facilitated interaction in the class. You made a good link between what was taught and its application on the job.

Comments made by students in Dr. Pat McLeod's class:

Probably learned more in this class than any other I've taken. Dr. McLeod is entertaining and personable.

He's very personable and very student oriented.

Very enlightening course--I'm glad you offer it.

Excellent instructor--he sets up for success of all.

I thought this was a very beneficial course.

He is a very good and enjoyable instructor--very informed. I enjoy his sense of humor and willingness to listen to students' opinions and suggestions.

Dr. McLeod is one of the best assets at UNT. His wealth of information is incredible.

The many personal experiences related in class would help inexperienced instructors handle difficult and reinforces every effort.

If it had not been for Dr. McLeod's sincerity and patience, I would have left the University of North Texas and returned to TWU.

He is the only person I have dealt with that really cares about students.

APPENDIX III

17.

TITLE: EDVT 540O Planning and Organizing Programs of Comprehensive
Career Developmental Guidance

COURSE DESCRIPTION:

A study of the purposes and functions of a comprehensive career development program, group guidance procedures, components of a comprehensive career guidance program, techniques for providing guidance programs/services to junior high, middle school, secondary , and adult students. (new course description)

COURSE OBJECTIVES:

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO:

- I. Define vocational guidance
(Comprehensive Career Development Guidance Program)
2. Identify the components of the Texas Comprehensive Career Development Guidance Program
3. Describe the relationship of comprehensive career developmental guidance to career and applied technology education.
4. Identify the need for vocational guidance (emphasis on Perkins II).
5. Trace the legislative development of the vocational guidance movement.
6. List basic assumptions of vocational guidance
7. Identify theoretical foundations of vocational guidance
economic, sociological, scientific, and philosophical factors
8. Define and describe the essential programs of vocational guidance
*Use Texas Model--Career Development Guidance Handbook
9. Identify various populations to be served by the comprehensive career developmental guidance program(Perkins II,special populations)
10. Evaluate techniques for guiding individual and groups
- II. Define the place, functions, and relationships of a comprehensive career developmental guidance program within the system of a local education agency.
12. Identify qualifications, necessary competencies, and desirable personal characteristics of a vocational counselor TEA certification requirements,etc.

TITLE: EDVT 5410 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE

COURSE DESCRIPTION:

A course with the collection, evaluation, and interpretation of educational, and personal-social information. Includes the nature of work, the dynamics of vocational choice and development, psychological and sociological factors in job selection, labor market trends, occupational surveys, job analysis, and recent publications dealing with these topics. Emphasis is placed on ways and means whereby this information can be utilized by classroom teachers, guidance personnel, specialists, and personnel managers in business or government service.

1. Describe career education: the need, the objectives, and the methods.
2. Identify basic types of occupational information and their use in career development for all student populations.
3. Identify and describe the major theories of vocational choice and career development.
4. Identify major factors influencing workers and their careers.
5. Describe factors affecting occupational change including barriers to occupational choices, i.e. equity.
6. Identify current occupational trends.
7. Identify methods of classifying occupational information.
8. Demonstrate knowledge of the use of Dictionary of Occupational Titles and the Occupational Outlook Handbook.
9. Identify various types of post-secondary educational systems, and sources of information about each system.
10. Describe the following preparatory programs: work experience, apprenticeship, on-the-job training, JTPA, and military.
11. Describe procedures for obtaining information from local, regional, state and national sources.
12. Design a local model for the establishment of a career resource center which includes collection, evaluation, and filing of materials. (use the Texas Model for Career Resource Center, EDTEC, East Texas State University, Commerce, Texas).
13. Use and evaluate various methods for obtaining occupational information including computerized systems (Discover, SIGI, GIS, COIN Products, Inc.).
14. Identify career information needs in various stages of career development.
15. Develop strategies for use of career information in counseling and teaching as the various stages of career development.

TITLE: EDVT 5420 VOCATIONAL STUDENT IDENTIFICATION PLACEMENT AND FOLLOW- UP

COURSE DESCRIPTION:

A course designed to assist comprehensive career developmental guidance personnel in the identification of placement and follow-up procedures, on-the-job and post-secondary training, placement and follow-up activities of students.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to

1. Define and describe the vocational student identification, placement and follow-up process;
2. Identify students who want and can benefit from enrolling in and completing career and applied technology courses;
3. Identify students who are members of special populations who may participate in career and applied technology education programs at age appropriate levels;
4. Define vocational assessment;
5. Compile an overview of an assessment program;
6. Identify criteria for selection of assessment instruments. Identify the basic assessment instruments used in local ISD--must meet Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requirements;
7. Define qualifications and staffing functions of comprehensive career developmental guidance personnel in the assessment program;
8. Demonstrate knowledge, understanding, and skills in the use of labor market (local, regional, state, and national) needs, trends, and opportunities including emerging technologies and related skills;
9. Develop a graduation plan utilizing all compiled student data that will enable students and their parents to make informed, realistic, decisions regarding general and career and applied technology education plans that includes coherent sequence of courses leading to career pathways;
10. Identify placement skills that include job seeking skills, transition skills from school to postsecondary education, annual review of graduation plan based upon student growth and any additional experience;
11. Develop follow-up procedures through those students completing coherent sequence of courses;
12. Evaluate and manage a vocational student identification, placement and follow-up program based upon measureable student outcomes.

TITLE: EDVT 5430 HISTORY AND PRINCIPLES OF CAREER AND APPLIED
TECHNOLOGY EDUCATION

COURSE DESCRIPTION:

A study of the basic principles involved in the development and operation of vocational education programs, processes, and activities under Federal and State laws.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

- I. Recognize and relate terms and acronyms common to vocational education..
2. Develop, describe and express objectives of vocational education
3. Describe the historical development of vocational education, identifying the social, educational, and historical implications and relationships.
4. Develop a personal philosophy of vocational education.
5. Develop an administrative philosophy of vocational education.
6. Identify and describe the various populations served by vocational education.
7. Identify and describe the Master Plan for Vocational Education in Texas and its areas of emphasis and the areas influencing program development.
8. Identify and describe the career and applied technology education program areas.
9. Identify and describe the support services at the state level.
10. Identify federal agencies responsible for the governance of vocational and applied technology education and funding (local, state, and federal) for vocational and applied technology education.
- II. Identify the state agencies responsible for the governance of career and applied technology education.
12. Identify local agencies responsible for the governance of career and applied technology education.
13. Identify and discuss the conditions that are found in quality career and applied technology programs, i.e. integration of academic and vocational education.
14. Identify and discuss professional organizations and leaders involved in vocational education.
15. Be familiar with the legislative districts, representatives and senators.